

Anna Yates Elementary School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

Principal's Message

The mission of Anna Yates Elementary is to provide a rigorous instructional program that develops the whole child in a safe and nurturing environment, and in partnership with home, school, and community. Anna Yates is a small school, serving more than 400 students from kindergarten to the sixth grade. We are organized into small learning communities where teachers work in grade-level collaborations and share their experience and strengths to ensure that all students receive the same curriculum and quality instruction. We also have specialized instructional support and training for our teachers in math, literacy, English language learning and social equity so that every child receives the best possible opportunity for learning, growing and experiencing success.

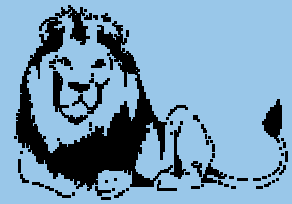
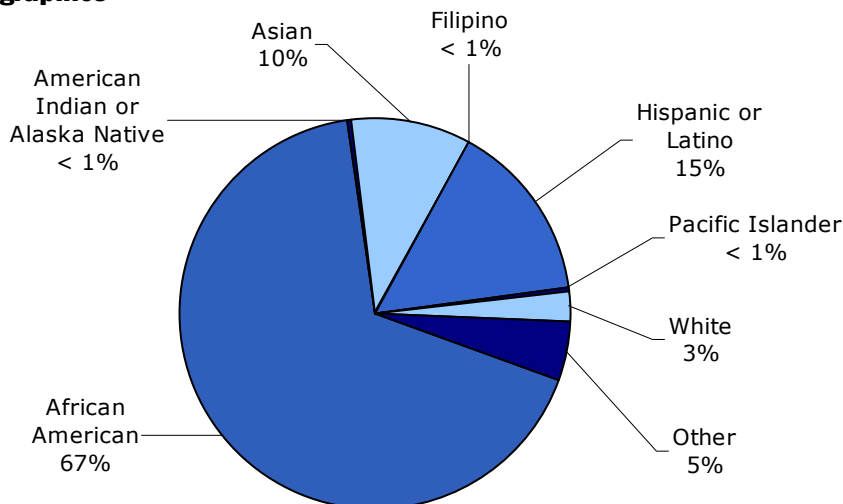
Every student receives intensive instruction in reading and mathematics from teachers who have undergone special training in teaching these subjects. We also offer our students a diverse range of extra-curricular activities. Through our teaching staff, grant programs, and business and community volunteers, our students enjoy after school classes and clubs in visual and performing arts, sports, and homework. Anna Yates has a full service library and computer lab where skills and curriculum are reinforced for kindergarteners through sixth graders. Our school also has an invaluable partnership with the Emeryville Recreation Department that offers high quality educational and recreational activities that support and enhance our curriculum.

Anna Yates is fortunate to have the strong commitment of our parents and the Emeryville business community who donate money, time, and other resources to support our teaching staff and students. We are very grateful for the invaluable help, and we recognize and appreciate that this is a very unique situation.

Enrollment and Demographics

The total enrollment was 424 students for the 2005-2006 school year.

Demographics



Anthony M. Smith, Ph. D.
Superintendent

Anakarita Allen
Principal

**Anna Yates
Elementary School**

Grades K-6
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Emeryville, CA 94608
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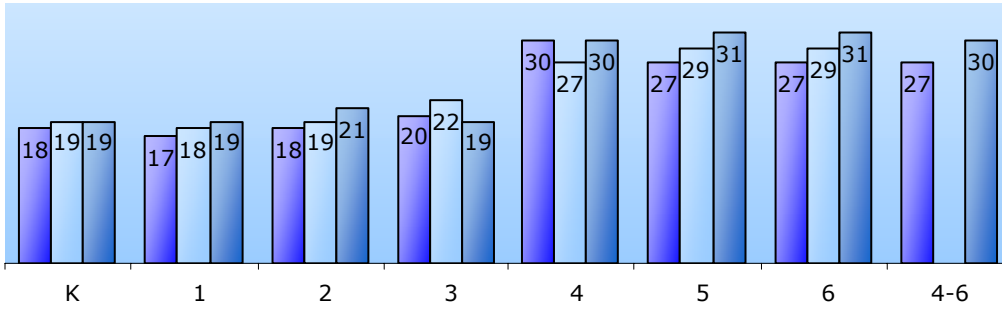
Mr. Kurt Brinkman
Member

Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

03-04 04-05 05-06



Class Size Distribution – Number of Classrooms By Size

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			2		
1	2			3			3		
2	2	3		3			1	2	
3	1	1			3		3		
4		2			2			1	
5		2			2			2	
6		2			2			2	
4-6		1						1	

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level at the school.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	40%	100%	33%
3	50%	0%	100%

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Anna Yates ES			Emery USD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.036	0.114	0.042	0.176	0.273	0.533
Expulsion Rate	0.000	0.000	0.000	0.003	0.001	0.000

Instruction and Leadership

All teachers K-6 are involved in grade level meetings each week; each meeting is an hour in length and is facilitated by a subject-based coach. Alternate meetings focus on math curriculum or language arts. The purpose of these meetings is to provide ongoing training in effective strategies for instruction, to examine student work and monitor the progress of differentiated instruction, and to meet the needs of all students. Each grade level team has examined the grade level standards in all subject areas, and identified appropriate instructional materials and methods of assessing student performance on each of the standards.

Teachers meet monthly in "loop teams" (K-1, 2-3, 4-5) to align the curriculum and review the growth of students across grades, and to monitor their progress on school improvement goals.

Teachers also meet in Critical Friends Groups. These teams are made up of teachers from across several grades, who work collaboratively to solve teaching problems and support each other's growth.

Finally, the school hosts student teachers from CSU, Hayward, Mills College, and St. Mary's College, who come to learn from our master teachers. Their presence reduces the teacher/student ratio in our classrooms.

Anakarita Allen has been principal of Anna Yates Elementary School since September 2000, and has 14 years of experience in education.

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions			
Interim Evaluation Instrument Area	Facility in Good Repair?		Information about Repairs and Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems		✓	Thermostats have been replaced.
Windows/Doors/Gates (interior and exterior)		✓	Broken windows have been replaced.
Interior Surfaces (walls, floors, and ceilings)		✓	Ceiling fans have been replaced. Mod II carpet will be cleaned this summer.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)		✓	Cover plates and wiring will be replaced this summer. Bulbs have been replaced.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms		✓	Faucets will be replaced this summer.
Sewer	✓		
Playground/School Grounds	✓		

NOTE: The school inspection date and Interim Evaluation Instrument completion date occurred on October 2, 2006.

Facilities

The Anna Yates main building is approximately 70 years old. With 13 modular classrooms, 9 of which were purchased and installed new in summer, 2003, the campus has 24,000 square feet of classroom space, and is capable of accommodating approximately 450 students. It is clean, environmentally sound, and is maintained by a full-time custodian. The Library was renovated in summer, 2004, in partnership with IKEA and was featured on Evening magazine. Students are painting murals on walls around the school to beautify and tell their stories.

In general, throughout the facility, Anna Yates Elementary School is safe and in reasonable condition for its age. Recent improvements at the school site include new modular classroom buildings, resurfacing of all hardcourt play areas, and installation of a play structure. Current needs for repairs are incidental in scope and include thermostats for the mechanical heating systems that are not functioning properly, upgrading of an undersized storm drain located where portable classroom buildings have been added to the site, and repair of exterior drinking fountains which are not operating correctly. In the longer term, the aging mechanical and electrical systems have reached the end of their useful lives and will need significant renovation and replacement work. In addition, the structural system of the older classroom building will need to be renovated to conform to modern seismic requirements.

Parental Involvement

Anna Yates enjoys a high level of involvement by the parents, grandparents and guardians of our students. A visitor to our campus at any time we are open will find parents assisting in the classrooms, in the office, in the lunch room, on the play yard, or offering after school activities. Our parents regularly serve as chaperones on field trips and off-campus activities, donate items for use in the classrooms, and participate in many fundraising and fun activities. There are several formal and informal organizations and networks to which our parents belong. Many of our parents serve as the primary contact for their child's teacher as the "class parent" helping to organize class phone trees, grade-level parent meetings, and supporting teachers in various activities.

The Parent-Teacher Organization (PTO) was chartered by parents in 2001 and is a partnership of parents and teachers who co-chair the organization. The PTO is our primary source of fundraising. The PTO sponsors several activities during the school year, including Back-to-School-Night, Winter Holiday Shoppe, Valentine's Dance, Teachers Appreciation Night, and the Sixth Grade Promotion. The PTO contributes to the monthly school newsletter and weekly updates for the Wednesday Packet.

The Anna Yates School Site Council is the governing organization of the school. Parents are elected to the council for two-year terms representing each grade level. The council is responsible for making decisions about allocating certain school funds and working with teachers to develop the Single Plan for Student Achievement. Our parents are very active and vocal council members, and have contributed to the development of a strong school vision and mission.

For more information on how to become involved, please contact Principal Anakarita Allen at (510) 601-4917.

Textbooks and Instructional Materials

Subject-based adoption committees of teachers, staff, and community members make recommendations for K-8 textbooks and instructional materials from the state-approved lists. Vertical articulation teams and the secondary school administration make recommendations for textbooks and instructional materials for grades 9-12 after determining that they are consistent with the California Content Standards and the current curriculum frameworks for the subject area. The Emery USD Board of Education makes final decisions on all these recommendations.

Textbooks		
Subject Area	Textbook Title/Publisher	Year Adopted
Math	<i>CSL/Math Coach</i>	2001
Language Arts	McGraw Hill SRA/Open Court	2002
Science	<i>Holt Science</i>	2001
Social Studies	<i>McGraw Hill/Adventures in Time and Place</i>	2004
Math	<i>Prentice Hall Algebra</i>	2004
Math	<i>Prentice Hall Geometry</i>	2004
Math	<i>Advanced Algebra</i>	2004
Math	<i>Advanced Math</i>	2004
Math	<i>Addison Wesley Adv Alg & Trig</i>	2004
Math	<i>AP Calculus A&B</i>	2004
Math	<i>Working With Numbers</i>	2004
Language Arts	<i>Prentice Hall Literature</i>	2004
Language Arts	<i>READ 180</i>	2004
Language Arts	High Point	2004
Language Arts	<i>SRA Reach</i>	2004
Science	<i>Conceptual Physics</i>	2004
Science	<i>BSCS</i>	2004
Science	<i>Biology</i>	2004
Science	<i>Living By Chemistry</i>	2004
Science	<i>Campbell Biology 5th Ed.</i>	2004
History	<i>Modern World History</i>	2004
History	<i>American Odyssey</i>	2004
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	

NOTE: This data was most recently collected and verified in October, 2006.

Types of Services Funded

- Parcel Tax Measure A (Arts, Music, Math, Science, Literacy, English Language Development, Counseling, Tutoring & Mentoring, Libraries, and Technology)
- School Assistance and Intervention Team (Instruction Materials, Assessment, Intervention, Collaboration, Coaching)
- Title I Part A (Improved Achievement for Educationally Disadvantaged Students)
- Math Science Technology Initiative – MSTI (High and equitable learning, community relationships, Math & Science Professional Development Leadership)
- Title II Part A (Teacher and Principal Training and Recruiting)
- Title IV (Safe and Drug Free Schools)
- Tobacco Use Prevention Education
- Title II Part D (Enhancing Education Through Technology)
- California Math Science Partnerships - Leadership for Equity and Excellence in Mathematics and Science
- Title III Part A (programs for Limited English Proficient students) Community Based English Tutoring (English acquisition programs for parents), English Language Acquisition Program (for English Learners grades 4-8)
- Professional Development Block Grant
- Title V Part A Innovative Programs (Libraries, Curriculum Improvement, Professional Development)

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California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English-language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Anna Yates ES			Emery USD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	27%	31%	37%	21%	27%	29%	36%	40%	42%
Mathematics	32%	38%	45%	18%	27%	28%	34%	38%	40%
Science	9%	12%	9%	3%	12%	16%	25%	27%	35%

CST Subgroup Results: English-Language Arts, Mathematics, and Science

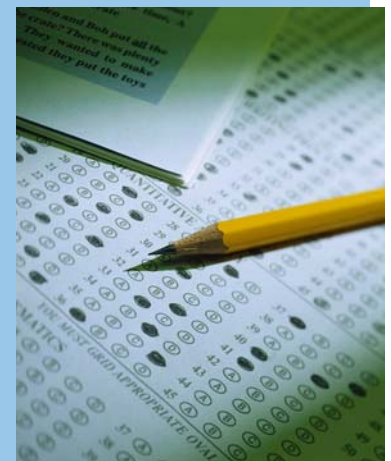
Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels			
	English-Language Arts	Mathematics	Science
Year Tested	2005-06	2005-06	2005-06
Male	35%	45%	7%
Female	41%	44%	11%
English Learners	21%	54%	❖
Economically Disadvantaged	37%	44%	5%
Students with Disabilities	18%	33%	❖
Migrant Education Services	❖	❖	❖
African American	36%	39%	7%
American Indian or Alaska Native	❖	❖	❖
Asian	61%	87%	❖
Filipino	❖	❖	❖
Hispanic or Latino	26%	45%	❖
Pacific Islander	❖	❖	❖
White	❖	❖	❖

❖ Data are reported only for numerically significant subgroups.

Positive Learning Environment

The school promotes and fosters a positive learning environment through a life skills theme, where students learn and practice a new life skill monthly. Life skills help students to work with one another and solve their own conflicts. Classrooms have regular classroom meetings or Community Circles to build students who are recognized for their academic and behavior excellence by receiving principal calls and student-of-the-week honors. Students have opportunities to participate in programs that encourage cooperation, community, and self-esteem. Some of the programs that are offered include:

- Sports-4-Kids: a program designed to prevent student conflicts during recess; offers an after school homework and sports program
- Dance: African, ethnic, classical Indian, and modern dance are offered to students
- Photography: classes include building cameras and integrating technology
- Band: classes include brass, drums, woodwinds, and strings
- Operation Hope: a financial literacy workshop taught by bankers
- Art: classes are taught by a community artist



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Anna Yates ES	38%	34%	17%	42%	50%	24%
Emery USD	31%	27%	25%	34%	44%	33%
California	43%	41%	42%	51%	52%	53%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	17%	17%
Female	17%	33%
English Learners	❖	❖
Economically Disadvantaged	13%	26%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	11%	26%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	❖	❖

❖ Data are reported only for numerically significant subgroups.

Minimum Days and Instructional Minutes

For 2005-06, Anna Yates Elementary School had 36 minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
Kindergarten	45,000	36,000
1-3	54,720	50,400
4-6	54,720	54,000

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.



School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 1.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 1.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Emery USD	Anna Yates ES		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	43	22	22	21
Without Full Credential	2	0	1	0
Teaching Outside Subject Area of Competence		0	0	0
		04-05	05-06	06-07*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification		1	1	0
Total Teacher Misassignments		1	1	0
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Data displayed is what is most currently available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	92.0%	8.0%
All Schools in District	84.0%	16.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Professional Development

Every teacher at Anna Yates works hard to grow as a professional educator. All school staff participated in a two day retreat before school began and a one day mid year retreat to improve the school’s ability to provide each child with the education needed to be successful. The school banked minutes in the standard bell schedule and used them to support weekly early release days for professional development and collaboration. The school sent all teachers to be trained in the Math and Reading Professional Development program with 40 hours of classroom instruction and 80 hours of coaching in reading and math. The principal participates in the training as well as an 11-day companion program for site administrators. All teachers were trained in rubric scoring of Math Assessment Resource System (MARS) and worked on teams for several days to score 2nd through 6th grade students in mathematics. Many teachers participated in coaching institutes with the Math Assessment Collaborative, and equity workshops with Enid Lee. Training to improve strategies for teaching English Learners, the California Mathematics Council conference at Asilomar, Writing Instruction at the Alameda County Office of Education, and additional workshops to improve their teaching.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Teacher Evaluations

Teachers are evaluated based upon agreed instructional objectives and standards, and are in accordance with the Emery Teachers Association collective bargaining agreement. Evaluators observe a teacher, complete a review and discuss with the teacher areas of success and areas that need development.

New teachers are evaluated during their first and second years of teaching. Evaluations are done every other year for tenured teachers or when a teacher receives an unsatisfactory mark in the previous year’s evaluation.



Substitute Teachers

Emery USD has a pool of subs for the school sites. We draw subs from local colleges/ universities, our website, and a fair amount of walk-in traffic. Subs call us on a regular basis to become part of our pool.

Substitute teachers must be college graduates, have passed the CBEST, and they must obtain an emergency credential if they do not possess a preliminary or clear credential. All substitutes are certificated.

Emery USD has not experienced a shortage in substitutes as long as sites communicate their needs.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	3	4	4
Similar Schools API Rank	3	5	6

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	36	36	14	734
African American	33	33	13	724
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Socioeconomically Disadvantaged	55	33	15	724
English Learners	✦	✦	❖	❖
Students with Disabilities	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Anna Yates ES		Emery USD	
Met Overall AYP Status	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✦		Yes	

✦ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, no students in the fifth grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tq/pf/.

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.



School Safety

School safety is a top priority for our school. The School Safety Plan is revised yearly and includes: emergency organization and management, emergency procedures, crisis response, emergency forms, and emergency contacts.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in December, 2006.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Anna Yates ES	Emery USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		
		0
Percent of Schools Identified for Program Improvement		
		0.00%

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Emery USD	Similar Sized District
Beginning Teacher Salary	\$35,143	\$33,023
Mid-Range Teacher Salary	\$60,948	\$49,273
Highest Teacher Salary	\$66,921	\$64,426
Average Principal Salary	\$82,780	\$77,267
Superintendent Salary	\$110,000	\$99,982
% of Budget for Teacher Salaries	36.1%	36.1%
% of Budget for Administrative Salaries	8.8%	6.5%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Anna Yates ES	\$5,545	\$614	\$4,931	\$37,312
Emery USD			\$5,671	\$55,549
California			\$4,743	\$51,006
Percent Difference Between School Site and District			-15%	-49%
Percent Difference Between School Site and State			4%	-37%

Types of Services Funded

Continued from page 4

- Economic Impact Aid (programs for English Learners)
- Schools and Library Improvement Block Grant
- Instructional Materials Fund Realignment Program (purchase state-adopted textbooks)
- Hourly Programs (support for Summer School and Beyond the Bell), Lottery Restricted (Instructional Materials), Beginning Teacher Support and Assessment – BTSA (mentors for new teachers)
- Peer Assistance & Review (Support teacher professional standards)
- Class Size Reduction (Class sizes of 20 in grades K-3)
- Emery Ed Fund – EEF (Community support from Pixar, Chiron, and others)



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 13, 2006.

Published by:

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